

Z L Madden Elementary

459 West Centennial Street
Spartanburg, SC 29301

Grades	PK-6 Elementary School	
Enrollment	416 Students	
Principal	n/a (School will be closed)	864-594-4452
Superintendent	TBA	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	21	78	41

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No
2006	Unsatisfactory	Good	No

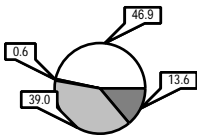
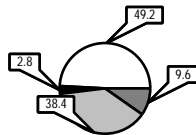
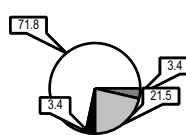
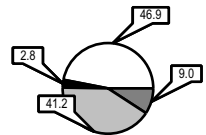
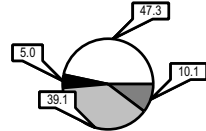
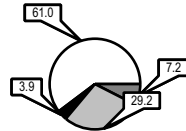
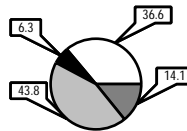
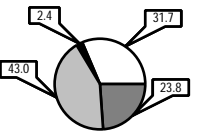
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	197	100.0	46.9	39.0	13.6	0.6	22.6	No	Yes
Gender									
Male	90	100.0	55.0	36.3	8.8	0.0	17.5	N/A	N/A
Female	107	100.0	40.2	41.2	17.5	1.0	26.8	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	10.0	60.0	30.0	0.0	50.0	I/S	I/S
African American	170	100.0	51.0	36.1	12.3	0.6	20.0	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	169	100.0	40.5	43.1	15.7	0.7	24.8	N/A	N/A
Disabled	28	100.0	87.5	12.5	0.0	0.0	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	197	100.0	46.9	39.0	13.6	0.6	22.6	N/A	N/A
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	47.6	37.6	14.1	0.6	22.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	175	100.0	50.6	38.0	11.4	0.0	18.4	No	Yes
Full-pay meals	22	100.0	15.8	47.4	31.6	5.3	57.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	197	100.0	49.2	38.4	9.6	2.8	22.6	No	Yes
Gender									
Male	90	100.0	55.0	32.5	11.3	1.3	23.8	N/A	N/A
Female	107	100.0	44.3	43.3	8.2	4.1	21.6	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	20.0	30.0	30.0	20.0	60.0	I/S	I/S
African American	170	100.0	52.9	36.8	9.0	1.3	20.0	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	169	100.0	43.8	42.5	11.1	2.6	24.8	N/A	N/A
Disabled	28	100.0	83.3	12.5	0.0	4.2	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	197	100.0	49.2	38.4	9.6	2.8	22.6	N/A	N/A
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	50.0	37.1	10.0	2.9	23.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	175	100.0	51.9	37.3	8.9	1.9	21.5	No	Yes
Full-pay meals	22	100.0	26.3	47.4	15.8	10.5	31.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	197	100.0	71.8	21.5	3.4	3.4	6.8
Gender							
Male	90	100.0	73.8	20.0	3.8	2.5	6.3
Female	107	100.0	70.1	22.7	3.1	4.1	7.2
Racial/Ethnic Group							
White	13	100.0	30.0	40.0	0.0	30.0	30.0
African American	170	100.0	74.8	20.0	3.9	1.3	5.2
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	169	100.0	68.6	24.2	3.9	3.3	7.2
Disabled	28	100.0	91.7	4.2	0.0	4.2	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	197	100.0	71.8	21.5	3.4	3.4	6.8
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	71.2	21.8	3.5	3.5	7.1
Socio-Economic Status							
Subsidized meals	175	100.0	75.9	19.6	2.5	1.9	4.4
Full-pay meals	22	100.0	36.8	36.8	10.5	15.8	26.3

Social Studies							
All Students	197	100.0	46.9	41.2	9.0	2.8	11.9
Gender							
Male	90	100.0	52.5	35.0	10.0	2.5	12.5
Female	107	100.0	42.3	46.4	8.2	3.1	11.3
Racial/Ethnic Group							
White	13	100.0	30.0	50.0	10.0	10.0	20.0
African American	170	100.0	49.7	40.0	8.4	1.9	10.3
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	169	100.0	41.2	45.1	10.5	3.3	13.7
Disabled	28	100.0	83.3	16.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	197	100.0	46.9	41.2	9.0	2.8	11.9
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	48.2	40.6	8.2	2.9	11.2
Socio-Economic Status							
Subsidized meals	175	100.0	50.6	38.6	9.5	1.3	10.8
Full-pay meals	22	100.0	15.8	63.2	5.3	15.8	21.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	65	100.0	48.1	37.0	14.8	0.0	14.8
	4	47	100.0	43.9	41.5	14.6	0.0	14.6
	5	45	100.0	52.4	38.1	9.5	0.0	9.5
	6	59	100.0	62.0	24.0	14.0	0.0	14.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	49	100.0	37.0	37.0	23.9	2.2	26.1
	4	63	100.0	53.6	37.5	8.9	0.0	8.9
	5	45	100.0	46.3	41.5	12.2	0.0	12.2
	6	40	100.0	50.0	41.2	8.8	0.0	8.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	65	100.0	51.9	37.0	11.1	0.0	11.1
	4	47	100.0	56.1	29.3	9.8	4.9	14.6
	5	45	100.0	38.1	52.4	9.5	0.0	9.5
	6	59	100.0	22.0	52.0	24.0	2.0	26.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	49	100.0	56.5	39.1	2.2	2.2	4.3
	4	63	100.0	58.9	19.6	17.9	3.6	21.4
	5	45	100.0	43.9	43.9	9.8	2.4	12.2
	6	40	100.0	29.4	61.8	5.9	2.9	8.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	65	100.0	75.9	24.1	0.0	0.0	0.0
	4	47	100.0	70.7	22.0	7.3	0.0	7.3
	5	45	100.0	78.6	21.4	0.0	0.0	0.0
	6	59	100.0	76.0	20.0	4.0	0.0	4.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	49	100.0	71.7	23.9	2.2	2.2	4.3
	4	63	100.0	64.3	25.0	3.6	7.1	10.7
	5	45	100.0	78.0	17.1	2.4	2.4	4.9
	6	40	100.0	76.5	17.6	5.9	0.0	5.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	65	100.0	55.6	33.3	9.3	1.9	11.1
	4	47	100.0	61.0	29.3	7.3	2.4	9.8
	5	45	100.0	66.7	28.6	2.4	2.4	4.8
	6	59	100.0	62.0	30.0	4.0	4.0	8.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	49	100.0	21.7	58.7	17.4	2.2	19.6
	4	63	100.0	58.9	30.4	8.9	1.8	10.7
	5	45	100.0	58.5	36.6	2.4	2.4	4.9
	6	40	100.0	47.1	41.2	5.9	5.9	11.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 416)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.4%	Down from 2.1%	3.9%	2.8%
Attendance rate	95.3%	Down from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.5%	0.0%	0.0%
Eligible for gifted and talented	7.5%	Down from 9.2%	3.8%	10.4%
On academic plans	70.3%	N/AV	49.0%	33.6%
On academic probation	56.6%	N/AV	2.6%	1.0%
With disabilities other than speech	6.0%	Down from 7.7%	7.2%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	64.1%	Up from 62.8%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.8%	0.0%
Teachers returning from previous year	88.4%	Up from 85.5%	83.2%	87.3%
Teacher attendance rate	94.9%	Up from 93.2%	94.6%	94.9%
Average teacher salary	\$45,727	Up 6.4%	\$41,275	\$42,485
Prof. development days/teacher	15.5 days	Down from 22.3 days	14.5 days	13.3 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	11.8 to 1	Down from 13.5 to 1	16.4 to 1	18.6 to 1
Prime instructional time	86.5%	Down from 87.4%	88.5%	89.7%
Dollars spent per pupil*	\$10,195	Up 26.0%	\$7,695	\$6,557
Percent of expenditures for teacher salaries*	49.4%	Down from 62.0%	60.7%	64.0%
Percent of expenditures for instruction*	64.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.8%	Up from 91.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	Down from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	6.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Z.L. Madden was to provide, in cooperation with home and community, a quality education that would enable our students to meet present and future challenges successfully. The faculty and staff realized that to be able to help students become lifelong learners we had to be learners ourselves. Over the past several years we have participated in SCRI, SCREADS, and the South Carolina Reading First initiatives, which continued the focus on literacy. Our focus was not only on literacy, but also on Math, Social Studies, and Science. The teachers at Madden continued to work diligently to make sure they taught all of the South Carolina Standards, and included a variety of resources and methods to meet the learning styles of all students.

Well-qualified teachers and outstanding community support have enabled us to enhance our educational program. Our business partners (Southside Baptist Church, Teijan Monofilament, and Farrell Chevrolet) provided school supplies, served on school committees, and participated in school events. We salute our community members for providing countless hours and valuable resources.

We continued to focus on helping students to improve in three areas, as outlined in our school improvement plan: thinking and reasoning skills, communication skills, and learning to learn skills. Professional development and collegial planning, study, and reflection prepared our faculty for the challenges of our improvement plan.

Joyce B. Ruth, Principal
Jessica Ruffner, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	37	30
Percent satisfied with learning environment	87.5%	89.2%	83.3%
Percent satisfied with social and physical environment	85.7%	81.1%	82.8%
Percent satisfied with school-home relations	54.8%	81.1%	90.0%

*Only students at the highest elementary school grade level at this school and their parents were included.